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ABSTRACT

This document, based on the experiences of the authors in five Iowa school districts, describes a program for encouraging women and other minorities to become school administrators. Chapter 1 discusses promoting the awareness that discrimination is a significant problem. Methods described are use of a sponsorship program for informal contact between administrators and staff members, and an internship program for exploring interest and potential in the area of administration. Chapter 2 presents behavioral studies on specific cognitive and skill-building components and defines power, influence, responsibility, and authority as they pertain to decision-making. A final chapter discusses experiences of the authors while implementing the program in districts of various sizes and ethnic compositions. Included is a copy of a needs assessment survey and a bibliography covering women in administration titles from January, 1977-June, 1979. (Author/LD)

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A GUIDE TO DEVELOPING EDUCATIONAL LEADERSHIP POTENTIAL

Elizabeth Hatch and Robert Foley
Cedar Rapids, Iowa

EA 012 662

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Patricia Roberts Harris, Secretary

Mary F. Berry, Assistant Secretary for Education

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INTRODUCTION

In spite of all the efforts that have been made to recruit and encourage women into traditionally male-dominated careers, the statistics continue to be discouraging. While it is not the purpose of this monograph to belabor these statistics, it may be helpful to remind the reader of a few. Although women make up the fastest growing sector of the labor force, the average salary for the woman with a college degree is about the same as the average salary for the male high school dropout.[1] Women still occupy only a few presidencies in public two- and four-year colleges.[2] The "old boy" network remains the primary recruitment mechanism for academic positions,[3] and the ratio of male administrators in our elementary and secondary schools is far in excess of the ratio of male to female teachers.

Job discrimination is only part of the problem. Why is it that one-third of all working women are concentrated in only seven jobs: secretary, retail sales clerk, household worker, elementary teacher, bookkeeper, waitress, and nurse?[4]

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[1] Whiteman, Marina, Hearings on the Economic Problems of Women. Joint Economic Committee of Congress, 1973.

[2] Project on the Status and Education of Women, On Campus with Women. Vol. 18, October 1977.

[3] American Council on Education, Educational Record, Vol. 57, No. 4, Fall 1976.

[4] Bem, Sandra, and Daryl Bem, Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. Harrisburg, Pa.: Pennsylvania Department of Education, 1975.

Factors seem to be operating that interfere with the motivation of females to choose the traditional male-oriented occupations. Women appear to have an unconscious image that constricts their emerging self-concepts and the nature of their aspirations. A survey conducted with 1166 teachers in the Cedar Rapids Community School District in Iowa yielded the following data. When asked the question, "Have you ever considered a career in educational administration?" sixty-four percent of the male respondents answered in the affirmative, while only thirty-one percent of the women said "yes." Seventy-seven percent of the women stated that the main reason they would not consider a career in educational administration was that they didn't think they could succeed. Only twenty-two percent of the men gave this as a reason for not considering a career in educational administration.

Even if discrimination in hiring school administrators were completely abolished, there might not be a marked change in the ratio of male to female administrators unless suitable intervention techniques were employed. This monograph describes an effective program for encouraging women and other minorities to become school administrators; it is based upon the experiences of the authors in five Iowa school districts.

The program has three basic facets. It can, over a period of three to five years, initiate subtle organizational changes that will set in motion a process of succession to administrative positions that does not discriminate against women. It has a strong skill-building component--strong enough to compensate for past socialization, training, and the aspirational differences between men and women. Finally, the program balances the probability of real change against the threat felt by

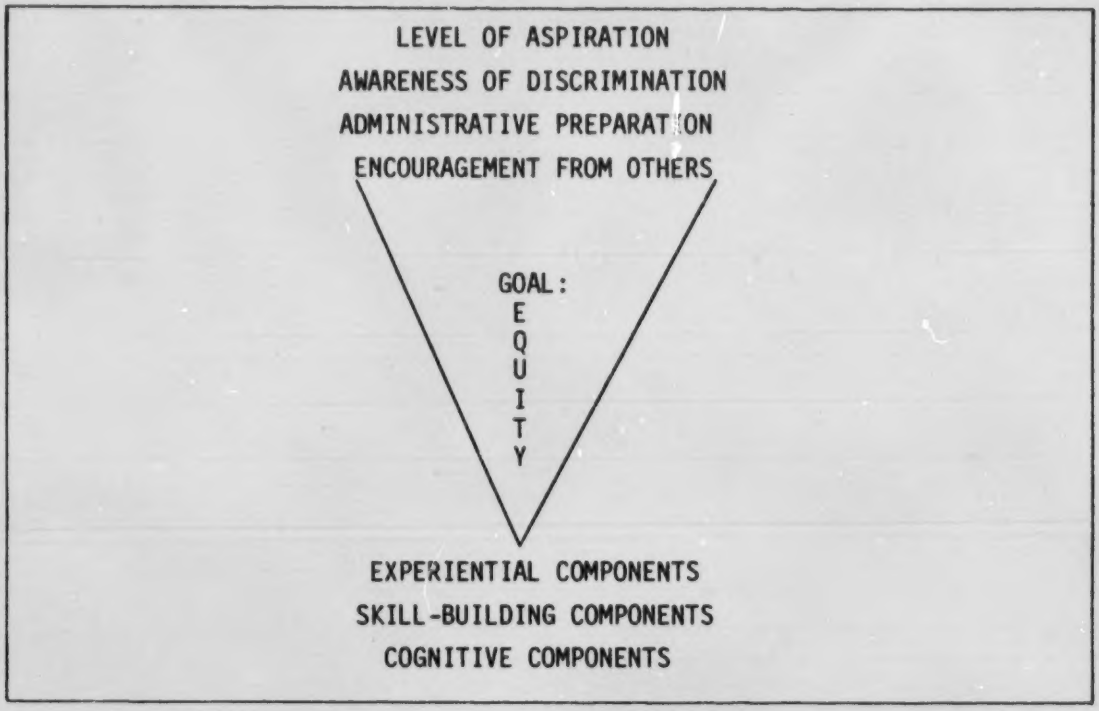

Figure 1. Program Components Based Upon Needs Assessment Data

current administrators, who cannot be expected to embrace enthusiastically a program that promises to modify the system with which they have learned to cope.

By administering the Needs Assessment Form in Appendix A, managers of the program in a given area can determine the level of aspiration, the awareness of discrimination as a factor in promotion, and the level of administrative preparation of district teachers, as well as the amount and type of encouragement that various segments of the certified staff have received from personal and professional sources. Although these data are not mandatory in conducting the project, they are beneficial in planning the activities to be included in the experiential, skill-building, and cognitive components of the project.

The ensuing chapters of this monograph will address, in detail, the mechanics of establishing and facilitating each program component. These chapters will be followed by a summary chapter discussing the experiences of the authors while implementing the program in districts of various sizes and ethnic compositions. We hope that this summary chapter will give the reader some general insight into project management, plus some helpful hints on how to influence other districts to adopt and utilize this program in order to move women and other minorities into school administration.

CHAPTER ONE

ESTABLISHING AND MANAGING THE EXPERIENTIAL COMPONENT

One of the first tasks in encouraging women and other minorities to enter school administration is to promote the awareness of discrimination as a significant problem. This can be done by sensitizing current administrators, by developing materials to convey the potential contribution of women and other minorities, and by developing activities and materials to deal with the myth of female inferiority. Aspirations to administrative careers may be raised by activities and materials designed to overcome the existing cultural bias against career orientation for women and to counteract the self-perpetuating problems of limited self-image on the part of women and other minorities. One example is a set of structured, graduated experiences that place the aspirant in leadership roles. The amount of time the leadership candidate can spend in learning about and practicing leadership roles defines the range of these experiences.

SPONSORSHIP

The sponsorship program is designed to formalize, legitimize, and intervene in the presently informal "old boy" network of administrative succession. Leonard A. Valverde, following an extensive study conducted in the Los Angeles Unified School District, has written an enlightening analysis of how this informal process works.[1] He states that

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[1]Valverde, Leonard A., "Succession Socialization: Its Influence on School Administrative Candidates and Its Implications to the Exclusion of Minorities from Administration." ED 093052, 1974.

generally sponsorship is founded on favoritism, not competition, and that selection of a protégée is based first on the degree of likeness to the sponsor and second on professional capability. He continues that sponsors identify possible candidates for adoption by subconscious criteria.

Dr. Valverde states:

> Although equal opportunity is a public assumption (official stance) and succession socialization (unofficial practice) is an institutional practice, both concepts are functional within the public school system and cause a "split personality." Succession socialization is the established practice. It produces the type of administrator wanted by "insiders." Equal opportunity is used for the benefit of the general public and complies with regulations of "outsiders."

Dr. Valverde follows with several conclusions that have implications for the administrative advancement of women and minorities. He states:

1. If a person does not have personal qualities reflective of the sponsor, that person will not be subconsciously identified.

2. Opportunities for sponsorship are limited, particularly with today's economic situation, so restricted to those most like the sponsor.

3. If the district is not seeking a particular type of administrator, there will be no conscious effort to identify said individual.

4. If a person is not sponsored but is allowed to seek training, their treatment will be less favorable than that delivered a protégée.

5. If a person does not announce for candidacy, chances of being selected are greatly diminished.

The sponsorship program is designed to establish a mechanism that will provide opportunity for informal contact between administrators and staff members interested in educational leadership and to provide the leadership candidate with information, advice, visibility, and experiences that will be helpful in career advancement.

A sponsorship committee is organized first. This committee contacts certified staff members in order to identify persons who wish to be sponsored. Each candidate is asked to list, in order of choice, three administrators or administrative positions of interest. The sponsorship committee then contacts the administrators to see if they are willing to work with a given leadership candidate, and candidates are paired with administrative sponsors. Support groups are also established in which candidates meet monthly to communicate problems, accomplishments, and information.

The sponsorship program can take as much or as little time during the year as the sponsor and leadership candidate feel is needed. Some districts do allocate the leadership candidate one day of released time from the classroom to work with the sponsor. Possible activities of the candidate are included in Appendix B.

A variety of activities can be included in the program. Leadership candidates may attend the following functions with their sponsors: a board meeting, a workshop, professional-organization meetings, a luncheon meeting, functions to which the sponsor is invited because of affiliation with the school district, and any other activities the sponsor thinks appropriate. The candidate may observe the sponsor conducting a meeting and interviewing prospective employees, and the sponsor may assign the candidate a responsibility such as chairing a committee, being a member of a committee, or representing the sponsor at a meeting. The candidate may spend several hours working with the sponsor on a project for which the sponsor is responsible.

We strongly recommend that each leadership candidate and sponsor meet together each month at planned times. Topics to discuss at these meetings include: certification requirements or other requirements for the administrative position, job description, interview skills (role playing suggested), administrative structure, budget procedures, the sponsor's career path, scheduling, community-relations skills, policy and decision making on building and district levels, impact of negotiations, daily routine and commitments, handling adverse criticism, responsibilities of the school board, line/staff organizational patterns, and compensation in an administrative position. See Appendix B.

1. Most large school districts have tended to select administrators by an informal system based on "sponsorship" of persons mirroring the image of existing administrators rather than by the formal process of evaluating professional competence. While this informal system has worked well in many cases, it has generally excluded women and those who are culturally different.

2. All staff members who might be interested in educational leadership need an opportunity for this informal kind of contact, which was formerly available to only a few.

3. Frequently, through such contacts, a person can accurately assess his/her interest in and aptitude for an administrative career.

4. Visibility to significant administrators is vital to any person who aspires to advancement in educational leadership. These persons need an opportunity to demonstrate their abilities and to make their interest known.

5. In view of Title IX requirements, the district needs to provide leadership opportunities for women and to make an effort to identify women who may be considered for advancement.

Figure 2. Why a Sponsorship Program Is Necessary

1. To increase awareness among district administrators of the potential leadership ability in women and other minorities, thus helping to erase biases which are destructive to our educational goals.

2. To encourage potential leaders by giving them an opportunity to assess their interest in and aptitude for administration.

3. To improve understanding between staff and administrators in a district.

4. To aid in the identification of future administrators and persons who can provide leadership for special situations within the district.

5. To provide visibility for persons who aspire to educational leadership.

Figure 3. Objectives of the Sponsorship Program

The support groups meet on a regular basis so that leadership candidates can explore mutual concerns and interests related to the sponsorship programs and to their personal career goals. The monthly agenda is determined by each support group, with assistance provided by the sponsorship committee. Attendance is an integral part of participation in the sponsorship program.

Figure 4. What Are Sponsorship Support Groups?

RESPONSIBILITIES OF LEADERSHIP CANDIDATE:

1. Make an initial contact with your sponsor before November 1.
2. Let your sponsor know what you hope to gain from participation in the sponsorship program.
3. Record all of the activities, dates, and points earned in your contact with your sponsor.
4. Request substitute time through the office, preferably at least one week in advance.
5. Be prompt and diligent in keeping appointments. Attempt to arrange the time of your next meeting at the end of each session with your sponsor.
6. Complete a periodic report to the sponsorship committee.
7. Advise sponsorship committee if you are experiencing any difficulties in working with your sponsor.
8. Attend support groups regularly.

RESPONSIBILITIES OF SPONSOR:

1. Schedule regular meetings with your leadership candidate. (Take the initiative, as s/he may be hesitant to ask for your time.)
2. Advise leadership candidate as early as possible if you cannot keep an appointment.
3. Take the initiative in suggesting activities in which your leadership candidate might become involved. Plan ahead to allow time to arrange for a substitute, if necessary.
4. Be honest and realistic in providing the kind of information and advice that will be helpful to your leadership candidate. Identify matters that require confidentiality.
5. Go over the suggested activities with your candidate and try to include leadership experiences to satisfy some of the points required.
6. Notify the office if you are having any problems.

RESPONSIBILITIES OF SPONSORSHIP COMMITTEE:

1. Contact and inform sponsors of the objectives and responsibilities involved in the program. Get permission for assignment of leadership candidates.
2. Notify leadership candidates of assignment and conduct orientation meeting prior to beginning of activities between leadership candidates and sponsors.
3. Resolve any problems between leadership candidates and sponsors. Make new assignments if necessary.
4. Organize support groups and give any assistance needed to make them successful.
5. Monitor and evaluate the program.

Figure 5. Responsibilities: Leadership Candidate, Sponsor, Sponsorship Committee

MINI-INTERNSHIP

The second level in the experiential component is the mini-internship program. This ten-day experience is offered to a limited number of staff members who may or may not have previously been enrolled in the sponsorship program. The more in-depth mini-internship program provides an opportunity for individuals to explore their interest and potential in the area of administration and is designed to increase their understanding of administrative skills and functions. The experience may involve building-level or central-office placement and can be arranged either in terms of a position (e.g., building administrator, Director of Personnel) or of a function (e.g., budget, curriculum planning, evaluation).

The number of mini-internship positions is limited only by the funds the sponsoring organization wishes to commit to the program. This is more expensive than the sponsorship program, because it involves providing substitute teachers for five days in order to release the interns from their regular assignments. Since the number of positions is limited, and in order to give the leadership candidate some structured experience in applying for administrative jobs, the prospective intern undergoes a selection process. The applicant submits a written application with a vita and references. Applicants are then interviewed before the final selection is made. Appendix B contains the formal application form, a sheet listing the criteria used for evaluating the vitae of the applicants, and an interview-evaluation sample form.

In addition to spending five days away from their teaching assignments in order to work with administrators, the interns also commit themselves to spend five days outside school hours to attend management-skills seminars and to work on district or building projects. The intern is

paid for this time at an hourly rate considerably less than that for teaching. Attendance is also required at one of two evening meetings. At these meetings, interns gather in a mutually supportive environment to share their experiences and explore areas of concern.

1. Submit a timeline for your internship.
2. Describe your project in the form of key tasks.
3. Attend at least one of two support meetings.
4. Attend all management-skills meetings.
5. Include in your experience a one-day observation at a school of a different level than your regular assignment.
6. Submit a brief final report describing your experience and your reaction to it.
7. Complete an objective evaluation of the internship.
8. Submit a project report.
9. Act in a professional manner; respect confidentiality.

Figure 6: Intern's Responsibilities

1. Secondary Principal
2. Elementary Principal
3. Director of Personnel
4. Coordinator of Math/Science
5. Executive Director of Secondary Education
6. Administrative Assistant for Information Services
7. Director of Purchasing
8. Coordinator — Learning Resources
9. Executive Director — Pupil Personnel

Figure 7. Examples of Administrative Position

1. Budget Development
2. Curriculum Planning
3. Community Relations
4. Staffing
5. Optional Programs
6. Handling Discipline
7. Supervision of Personnel
8. Evaluation

Figure 8: Examples of Administrative Function

Why is this program an essential part of the experiential component? It may be possible to argue that there is no need for an intermediary step between the sponsorship program and a formal administrative internship. The following rationale can be used for including this step.

1. It is primarily through experience that potential leaders are likely to raise their aspirations and see more realistically their own potential, the biases that exist, and the requisites of administrative positions.

2. Potential leaders need opportunities to appraise their skills and interests without having to take as large a step or make as long-term a commitment as a full-time internship would entail.

3. The program allows persons with leadership potential and/or administrative aspirations to gain visibility within the school district.

4. The mini-internship experience can increase understanding of administrative roles and improve communication between the building and the central office.

5. The full-time administrative internship is too restrictive to allow all leadership aspirants maximum visibility.

INTERNSHIP

The full-time administrative internship is a more familiar program and will not be addressed in detail here. Generally, a district employs one to four administrative interns, depending on the length of time an intern is to be involved in administration. We recommend a district select two elementary and two secondary interns to work for one semester. The other semester the intern can work at his/her regular teaching assignment. The interns should be selected in a manner similar to that employed in selecting the mini-interns.

CHAPTER TWO

COGNITIVE AND SKILL BUILDING COMPONENTS

ORGANIZATIONAL BEHAVIOR

This chapter presents a collection of behavioral studies conducted by and in various organizations. They are not sequential or even related, but are examples of how "esoteric" or "academic" research can have a very practical application. They suggest the range of human behavior in organizations. Five topics are outlined in this chapter.

Selection One: Small Group Ecology

I. This study concentrates on two aspects of small group ecology -- the way groups arrange themselves under various conditions and the way in which the resulting arrangements affect communication, productivity, and social relationships.

   A. There has been a movement (since about 1960) to use the arrangement of people as an independent variable in research studies.

   B. The distinction between face-to-face working groups (small group ecology) and larger groups (demography, human ecology, geography) is significant.

   C. Small group spatial arrangements are the result of

      1. Group task;

      2. Quality or nature of relationships within the group;

      3. Personalities of the individuals; and

      4. Amount and kind of space available.

D. The resulting arrangement in turn affects

1. Communication;

2. Friendships; and

3. Status distinctions.

II. Findings

A. Relational space has implications for:

1. The expressive values of opposite and adjacent locations;

2. Speaking sequences and frequency related to location;

3. Speaking sequence and frequency related to amount of leadership;

4. Task commitment and enjoyment according to location;

5. Speaking sequence and frequency in leaderless groups.

B. Fixed locations affect:

1. The "head chair";

2. The non-random selection of location;

3. Leader and subordinate seating relationships;

4. Cooperating pairs, conversing pairs, and competing pairs.

C. Individual distance affects:

1. Distance and opposite/adjacent seating choices;

2. Private and public seating choices;

3. Psychological reactions unrelated to topics.

III. Implications and applications of small group ecology findings

A. Planning for interacting and non-interacting groups;

B. Analysis of informal power structures;

C. Analysis of intentions by selection of seat location;

D. Use of barriers (dividers, furniture, plants, etc.) to

encourage or discourage selected behaviors;

E. Significance of small group ecology findings for settings which cannot be controlled by occupants (schools, nursing homes, etc.).

Selection Two: Groups and Intergroup Relationships

I. An explanation of groups, both formal and informal, their functions and needs, and the consequences of competition.[1]

A. Organizations are formed to increase the predictability of a specific outcome. Once an organization is formed, groups appear based upon a division of labor, followed by groups based upon the psychological needs of the members.

B. Definition: A group is any number of people who

1. Interact with one another;

2. Are psychologically aware of one another; and

3. Perceive themselves to be a group.

C. Types of groups

1. Formal groups: line and staff groups which are assigned functions which pertain to the accomplishment of organizational goals.

2. Informal groups: groups which transcend the purposes for which formal groups are established (in both Korea and Viet Nam, the deliberate prevention of the formation of informal groups was an essential part of the "brainwashing" process). Informal groups provide:

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[1] Schein, Edgar H. Organizational Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, 1970, pp. 80-103.

a. an outlet for affiliation needs -- friendship, support, caring;

b. a means for developing and enhancing or confirming identity and self-esteem;

c. a means of establishing and testing reality and assumptions;

d. a means for increasing security;

e. a means for avoiding boredom,[1] providing stimulation, and bringing new members into the group.

II. Intergroup competition--consequences

A. Within the group:

1. Cohesiveness increases; less differing.
2. Climate changes from casual, playful, to strong task orientation.
3. Leadership patterns change from participatory to authoritative, even authoritarian.
4. Group moves toward greater structure.
5. Group demands for increased member conformity increase.

B. Between competing groups:

1. Each group sees other as enemy.
2. Each group experiences distortions of perception.
3. Hostility increases, communication decreases, favoring retention of stereotyping.
4. Members listen to outside information selectively.

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[1] Roy, Donald F. "Banana Time: Job Satisfaction and Informal Interaction," Human Organization, Vol. 18, No. 4, (1960), pp. 158-168.

C. For the winning group:

1. Even greater cohesion;
2. Less competitive spirit, complacency;
3. High concern for member needs, low concern for task;
4. Confirmation of all stereotypes.

D. For the losing group:

1. Tendency toward denial of reality, rationalization;
2. Unresolved conflicts surface;
3. Increased tension, readiness for task, a need to blame--a "lean and hungry" state;
4. Low intragroup cooperation, low concern for member needs, high concern for getting even;
5. Reevaluation of perceptions forced by cognitive dissonance.

E. Reducing the negative consequences of intergroup competition can be accomplished by:

1. Locating common enemy or shifting conflict to a higher level;
2. Locating superordinate goal requiring cooperation;
3. Training groups to compete productively;
4. Bringing sub-groups of competing groups together.

Selection Three: Authority and Democracy in Organization

I. A study utilizing a participatory style of supervision as the dependent variable, identifying other variables which cause supervisors to function in a participatory manner.[1]

[1] Mohr, Richard, "Authority and Democracy in Organizations." Speech at the University of Iowa, 1975.

A. Foci: the technical/professional level of the supervisor, the technical/professional level of the subordinate, and the supervisor's concern for status.

B. Findings:

1. The higher the concern for status, the lower the concern for participatory decision making.
2. The technical/professional level of the subordinate is not a good predictor of participation in equal status sets.
3. The technical/professional level of the subordinate is a good predictor of participation in unequal status sets.
4. "Affect" seems to affect equal status groups more than unequal status groups.
5. The greater the psychological distance between supervisor and group, the greater attention to task.
6. All subordinates, regardless of technical/professional level, refer to a "sphere of retained authority";
7. The smaller the "sphere of retained authority," the greater the reported participation in decision making; the larger the "sphere of retained authority," the smaller the reported participation in decision making.

C. Implications:

1. Measurement of participation in decision making, especially reported participation, affects perceptions of participating.
2. Technical/professional status affects actual participation in decision making, but not necessarily reported participation.

II. Additional thoughts:

A. "Democracy" in organizations is usually defined as "power equalization."

B. "Power equalization" is inefficient in complex organizations.

C. Organizations have an empirical distribution of power, and "democracy" consists of following these empirical power distributions.

D. Defining "democracy" for others is probably an untenable position.

Selection Four: Authoritarianism

I. An examination of the characteristics, determinants, and behaviors of the authoritarian personality.[1]

II. Characteristics:

A. Tendency toward conformity;

B. Intolerance of outgroups;

C. Admiration for those who wield power;

D. Aversion to weakness and ambiguity;

E. Cynicism;

F. High religiosity.

III. Determinants:

A. Raised by failure, lowered by success;

B. Related to acceptance of responsibility for actions;

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[1] Sales, Stephen M. "But as for Me, Give Me Liberty, or Give Me, Maybe, a Great Big, Strong, Powerful Leader I Can Honor, Admire, Respect, and Obey," Psychology Today, November 1972, p. 94.

C. Raised by being forced into conditions of submissiveness;

D. Raised by need to repress hostility toward parents, powers, or agencies.

IV. Reaction to stress situation:

A. Shows little initiative, turns to superior for help;

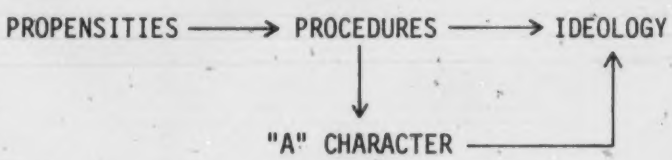
B. Looks for protection;

C. Rationalizes;

D. Will not (and cannot) tolerate role conflict;

E. Will lash out at subordinates.

V. Momentum



VI. The "authoritarian" type on the job:

A. Adheres to pivotal and peripheral job expectations;

B. Does not provide undistorted feedback;

C. Does not provide dissent in the decision-making process;

D. Does not encourage achievement in subordinates;

E. Does give reliable role performance under safe conditions.

Selection Five: Cognitive Dissonance

I. A discussion[1] of dissonance as a motivating device, motivation being the propensity of an individual to behave in a given manner.

[1] Festinger, Leon, A Theory of Cognitive Dissonance. Palo Alto, Calif.: Stanford University Press, 1957.

A. Background: the individual strives for consistency within himself/herself. Opinions and attitudes tend to exist in clusters which are internally consistent. There is the same kind of consistency between what a person knows or believes and what he/she does. But obviously, people can do one thing while believing another; for example, smoking. This inconsistency is rationalized or dealt with in a number of ways, all of which are intended to bring harmony between belief or knowledge and actions.

1. The smoker may believe that he/she enjoys smoking too much to quit, that the risk is worth it.
2. The smoker may believe the chance of getting cancer is not as high as some would have him/her believe.
3. The smoker may believe he/she cannot avoid every possible dangerous contingency and still live.
4. Or, the smoker believes he/she would gain weight if he/she stopped smoking, which is equally dangerous. But sometimes these rationalizations fail, and the individual is left with an inconsistency between what he/she believes what he/she does. This inconsistency is called dissonance.

B. The existence of dissonance is psychologically uncomfortable, and the individual will attempt to minimize or eliminate the dissonance.

C. Dissonance, or the "existence of nonfitting relations among cognitions," is a motivating factor in its own right.

II. Sources of dissonance:

A. A logical inconsistency;

B. Cultural mores;

C. Nonfitting cognitions between sub-set opinions or sub-components of larger opinions;

D. Experience.

III. Reduction of dissonance:

A. The presence of dissonance causes pressures to eliminate or at least reduce dissonance. The stronger the pressures to reduce the dissonance, the stronger the motivation to change something in the environment or in the relevant belief system.

B. Dissonance can be reduced by:

1. Changing a behavioral element;

2. Changing an environmental element;

3. Adding new cognitive elements.

POWER, INFLUENCE, RESPONSIBILITY, AND AUTHORITY IN DECISION MAKING

Women aspire to organizational power, the capability to affect people and effect change. The problem is that people--men and women--don't understand POWER, INFLUENCE, RESPONSIBILITY, or AUTHORITY as they pertain to intracompany politics and organizational interaction. People do not think consciously or analytically about power-authority-influence

relationships for at least two reasons. First, people are reluctant to deal seriously with the dimensions of power and influence and, to a lesser extent, authority, because all of us have had negative stereotypes of power and influence and authority drummed into us, have had negative experiences with them, and have been trained to regard a strong drive for power and other potentially manipulative mechanisms as unattractive features. The second reason people handle power, influence, and authority badly or not at all is apparent in the sloppy way in which the terms are used. They are used interchangeably in our writing and conversation even though there are significant differences among them.

When people are unable to analyze and understand the dynamics of organizational interaction, they select behaviors, tactics, and strategies on a random basis. They try to apply power when they really don't have any, or use a low level of authority when influence would be more effective, or use influence when a simple, direct appeal to authority would suffice. This is inefficient and ineffective.

David McClelland, author of The Achieving Society, says that "contrary to what one might think, a good manager is not one who deems personal success most important or who is people oriented, but one who likes power."[1] Following is an outline of the main points of his article in the Harvard Business Review.

I. POWER-INFLUENCE-RESPONSIBILITY-AUTHORITY--Definitions

A. Power

1. The capability to reduce the options of others to a dichotomous choice: comply or die

[1]McClelland, David. "Power Is the Great Motivator," Harvard Business Review, March-April 1976, p. 100.

2. The capability to achieve ends without using means
3. In terms of degree, the extent to which you can limit the options of others

B. Influence
1. The capability to affect outcomes without limiting options
2. Affecting outcomes without responsibility for consequences
3. Utilizing means to achieve ends
4. Managing through manipulation: people or environment (motivation)

C. Responsibility--accountability for the performance or non-performance of assigned duties. (Responsibility is a two-stage accountability process, not delegable beyond that.)

D. Authority
1. "The character of a communication in a formal organization."[1]
2. The right to exercise command (line or legitimate authority)
3. The number of incentives at one's command (reward authority)
4. The amount of knowledge one can bring to bear on a substantive problem (expert authority)
5. Sheer force of personality, emotional appeal, often with sexual overtones (charismatic authority)
6. The capacity to generate in others a desire to emulate (referent authority)
7. Sphere of indifference and sphere of retained authority
8. Authoritarianism

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[1] Barnard, Chester. The Functions of the Executive. Cambridge, Mass.: Harvard University Press, 1968.

II. POWER-INFLUENCE-RESPONSIBILITY-AUTHORITY Relationships

A. Responsibility is related to authority but not to power or influence.

B. Power may or may not be an extension of authority.

C. You cannot use influence from a known power base.

D. You cannot use influence from a line authority base.

E. You can use influence from an expert authority base.

F. You can use influence from a charismatic authority base.

G. You can escalate from an authority base, if you also have power.

III. Levels of Performance, Types of Organizations, and Degree of Involvement of Members

A. Levels of Performance

1. Compliance

2. Identification

3. Internalization

B. Types of Organizations[1] (See Exhibit 10.)

1. Coercive

2. Utilitarian

3. Normative

C. Types of Members[2] (See Exhibit 10.)

1. Alienative

2. Calculative

3. Moral

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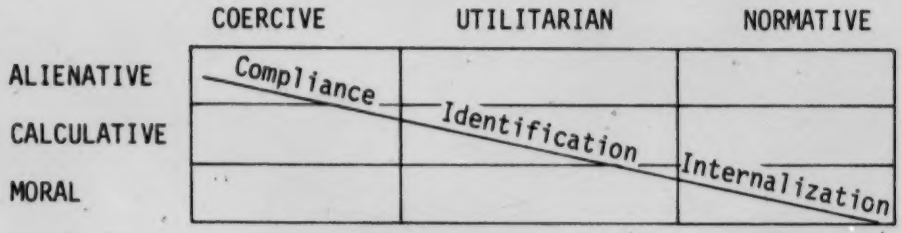
[1]Schein, Edgar H. Organizational Psychology Englewood Cliffs, New Jersey: Prentice-Hall, 1970, p. 50.

[2]Ibid.



Etzioni Grid[1]

IV. Simulation: Narrative Incidents Combining P-I-R-A Analyses, Organizational and Member Analyses, Vehicle-Intent Matching, Predictable Outcomes

A. Manager-CEO Speaking: "All middle and upper level management personnel will, as a condition of employment, actively participate in twelve management training units each year."

1. Does the action or statement limit the options of others? If so, how? How strong is the action or statement? (See Exhibit 1.)
2. Can the action or statement affect an outcome without limiting the options of others?
3. Does the action or statement have "authoritarian" overtones? What kind of authority is being invoked?
4. Is the situation normative, utilitarian, or coercive?
5. Are the recipients of the action or statement in a moral, calculative, or alienative posture?
6. Is the intent of the action or statement compliance, identification, or internalization?

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[1] Schein, Edgar H. Organizational Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, 1970, pp. 51-55.

7. What is the likely result of this transaction?

8. What is the ideal "mix" of power, influence, authority, responsibility, member attitude, situation, and intent?

B. Second simulation

C. Third simulation

D. Fourth simulation

V. Decision-Making Procedure Utilizing P-I-R-A (See Exhibit 2.)

A. Problem statement

B. Criteria selection

1. Intent

2. Level of concern

3. Number of people affected

4. Direct resources required

5. Ease of modification

6. Others

a. Need for visible participation

b. Likelihood of misinterpretation

c. Etc.

C. Weighting

1. Each item on first line (compliance, low, few, little, easy) = 1 point.

2. Each item on second line (identification, medium, some hard) = 2 points.

3. Each item on third line (internalization, high, many, much, near impossible) = 3 points.

4. Total point value of 5-7 or 8 = Decision Mode #1—UNILATERAL.

5. Point value of 8 or 9-11 = Decision Mode #2—A decision process combining various kinds and levels of input with a personal management style (see Exhibits 3 through 8 for examples of Decision Mode #2 possibilities).

6. Point value of 11+ = Decision Mode #3.

D. Decision Mode #2 Options (See Exhibits 3 through 8.)

1. Authoritarian (See Exhibit 4.)

2. Convergent with line resolution (See Exhibit 5.)

3. Divergent with line resolution (See Exhibit 6.)

4. Divergent with staff resolution (See Exhibit 7.)

5. Semi-divergent with line resolution (See Exhibit 8.)

E. Decision Mode #3 Input Choices (See Exhibit 9.)

1. Option matrix

2. Shared weighted

3. Zero-base voting scale

4. Educational hearing

5. Delphi

6. Limited Delphi.

VI. Summary (See Exhibits 10 and 11.)

A. Power, influence, and authority are different and lead to different results.

B. Power as a concept equals a way of thinking about transactions in an organization. Power as a drive explains achievement in many organizations where other drives do not apply. Power as a tool is a strong motivating device.

C. Authoritarianism is the negative face of power and is a destructive style. It is a disposition uniting zealous obedience to a hierarchic superior, obsequiousness and

sycophancy toward the stronger, and overbearing and scornful behavior toward those who are weaker.

D. A Normative organization with Moral members is prerequisite to Internalization of task.

E. The power drive can be a strong motivator as long as it is internal and not external, and it is one of the variables which management can control. Power as an extrinsic, external tool has serious drawbacks.

F. Power, influence, responsibility, and authority can be defined and quantified in such a manner as to make them viable decision-making tools.

POWER, INFLUENCE, RESPONSIBILITY, AND AUTHORITY
TRANSACTION ANALYZER AND READY REFERENCE

(1) Situation, action, statement, etc. *(Describe briefly)*

_____

_____

_____

_____

_____

(2) P O W E R :

A. Does the action or statement limit the options of others? Yes___ No___

If yes, how? _____

_____

B. How strong is the action or statement?

LOW HIGH *(loss of job)*

1 ——— 2 ——— 3 ——— 4 ——— 5

(3) I N F L U E N C E :

A. Can the action or statement affect an outcome without limiting the options of others? Yes___ No___

B. If yes, what is the source of the influence? _____

_____

(4) A U T H O R I T Y :

A. Does the action or statement have "authoritarian" overtones? Yes___ No___

B. Who is going to grant the authority? _____

_____

C. What kind of authority is being attempted?

Line? _____ Charismatic? _____

Expert? _____ Reward/Punishment? _____

Referent? _____

(5) Is the situation NORMATIVE? _____

UTILITARIAN? _____

COERCIVE? _____

(6) Are the recipients of the action or statement in a "Moral," "Calculative," or "Alienative" posture? _____

(7) Is the intent of the action or statement

(Rule) Compliance? _____
(do it, be there...)

(Role) Identification? _____
(support it)

Internalization? _____
(believe, care)

(8) What is the likely result of this transaction? _____

_____

_____

_____

_____

(9) What is the ideal "mix" of power, influence, authority, member attitude, situation, and intent? _____

_____

_____

_____

_____

DECISION-MAKING PROCEDURE

PROBLEM STATEMENT: _____

CRITERIA FOR DECISION MODE (*Circle one in each column*)

(1) INTENT	(2) LEVEL OF CONCERN	(3) NO. PEOPLE AFFECTED	(4) DIRECT RESOURCES REQUIRED	(5) EASE OF MODIFICATION
COMPLIANCE	LOW	FEW	LITTLE	EASY → D-M MODE #1
IDENTIFICATION	MEDIUM	SOME	SOME	HARD → D-M MODE #2
INTERNALIZATION	HIGH	MANY	MUCH	NEARLY IMPOSSIBLE → D-M MODE #3

DECISION MODE TO BE USED (*Circle one*)

D-M #1 - UNILATERAL

D-M #2

D-M #3 TOTAL STAFF INVOLVEMENT USING VARIOUS GROUP DECISION-MAKING TECHNIQUES. THE OUTCOME MUST BE SUPPORTED BY ALL (*see Exhibit 9*).

RESOLUTION:

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Exhibit 2

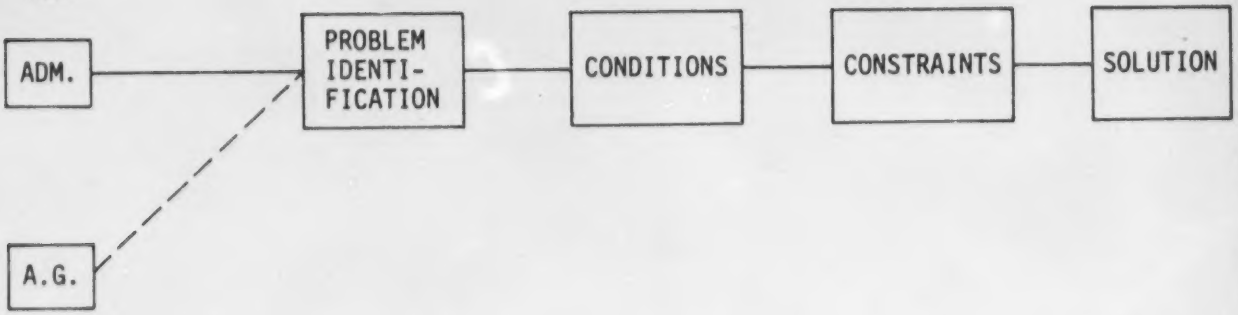
PROBLEM IDENTIFICATION: ANALYSIS OF THE SITUATION—DISCREPENCY, SHORTFALL, ETC., AND POSSIBLE EXPLANATIONS. DEVIATION FROM THE NORM OR IDEAL.

C O N D I T I O N S: THE CONDITIONS WHICH MUST PERTAIN AFTER THE PROBLEM IS SOLVED, I.E., WHAT MUST THE SOLUTION ACCOMPLISH?

C O N S T R A I N T S: THE CIRCUMSTANCES WITHIN WHICH THE SOLUTION MUST BE FOUND, E.G., MONEY, STAFF, POLICY, ETC.

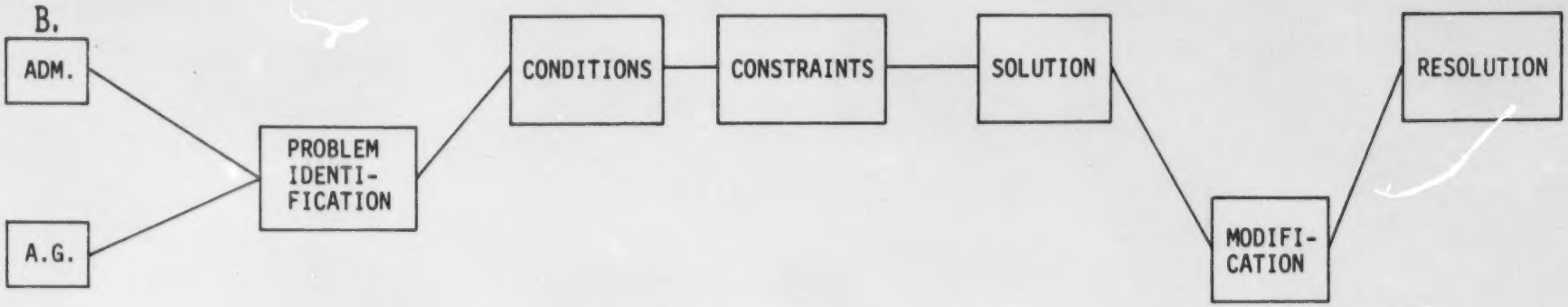
A. G. : THE ADVISORY GROUP, COUNCIL PANEL, ETC., WHICH THE ADMINISTRATOR UTILIZES FOR SHARED DECISION-MAKING INPUT.

A.



AUTHORITARIAN

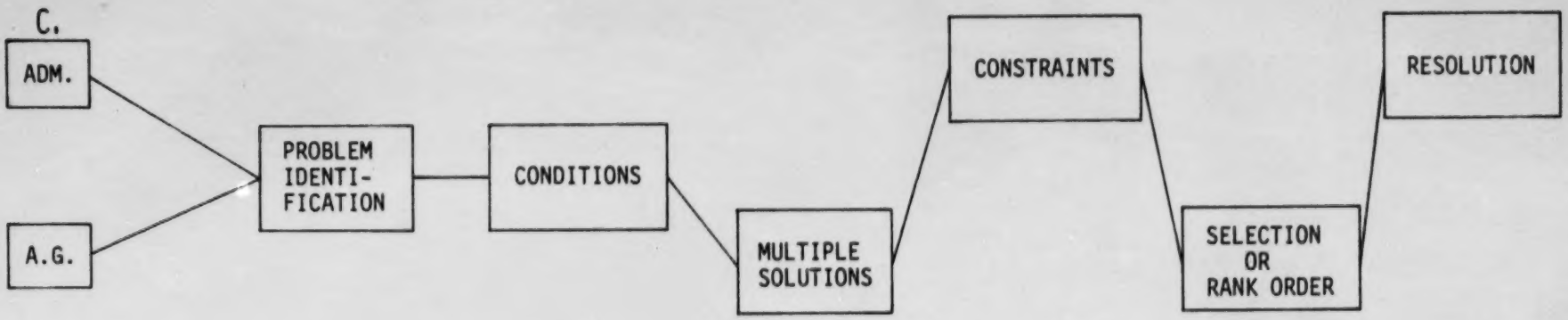
37



CONVERGENT in terms of solution-generating potential, line-oriented with line resolution.

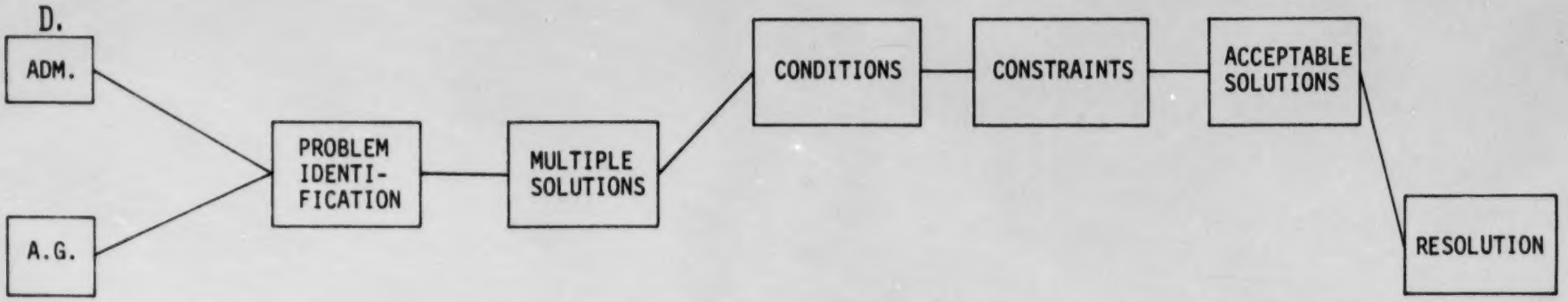
Exhibit 5

C.



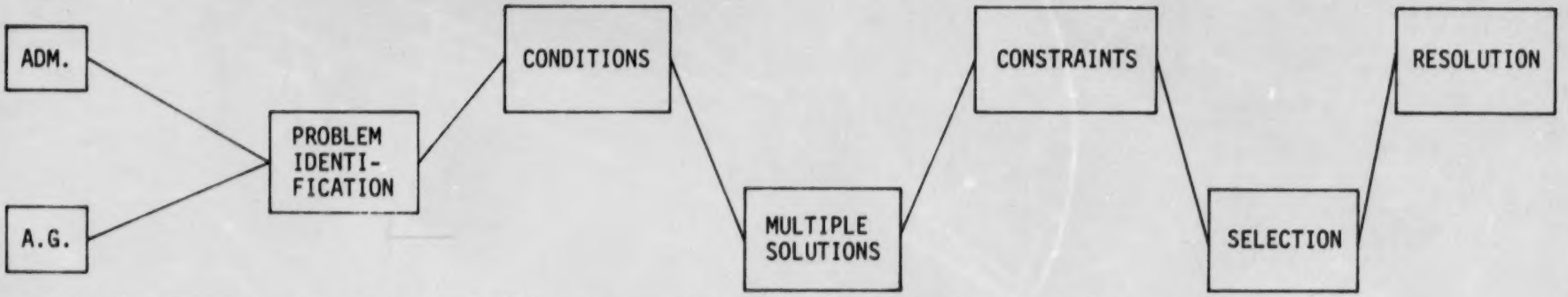
DIVERGENT in terms of solution-generating potential, staff-oriented with regard to input opportunity, with line resolution.

D.



DIVERGENT in terms of solution-generating potential, shared solution responsibility with staff resolution within line parameters.

E.



SEMI-DIVERGENT in terms of solution-generating potential (solutions after conditions), staff solution responsibility, with line resolution.

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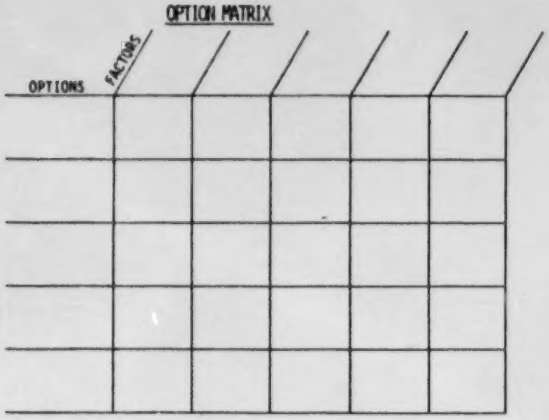
Exhibit 8

DECISION MODE #3 - CHOICES

OPTION MATRIX



SHARED WEIGHTING

1/2	1/3	1/4	1/5	1/6	1/7	1/8
	2/3	2/4	2/5	2/6	2/7	2/8
1._____		3/4	3/5	3/6	3/7	3/8
2._____			4/5	4/6	4/7	4/8
3._____				5/6	5/7	5/8
4._____					6/7	6/8
5._____						7/8
6._____						
7._____						
8._____						

P[5]* ZERO-BASE VOTING SCALE

(competitive alternatives necessary)

1. Each person is provided a complete set of "solutions."
2. The group meets to discuss each "solution."
3. Each person votes on a fixed scale, with either the average or total points determining the ranking.
4. The preliminary consensus is displayed and discussed to identify any misunderstandings.
5. Each person votes on each "solution" again.

6	← Activity is mandated or a minimum requirement
5	
4	← Solution (package) is good, but would be among the first to go in a crunch
	DECISION POINT
3	← Solution (package) is good, and would be among the first approved if the spending level were increased
2	
1	← Not worth serious discussion at this time

*Peter Pyhrr's Pragmatic Pointscore Procedure, from ZERO-BASE BUDGETING COMES OF AGE, by Logan M. Cheek

EDUCATIONAL HEARING

PHASE I - Solution generation (Identify a broad range of options or competing alternatives)

PHASE II - Solution selection (Limit the possible solutions to a manageable number)

PHASE III - Argument preparation (Preparation of formal arguments for each remaining solution

PHASE IV - Prehearing (Each team reviews the other team's arguments, and modifies their own arguments as necessary. Hearing rules and procedures are also developed at this phase.)

PHASE V - Hearing (Actual hearing, presentation of arguments, judgment by jury.)

DELPHI

1. Construct solution in written form.
2. Distribute solution #1 (anonymous response) for
   - A. other possible problem analyses;
   - B. flaws in problem analysis;
   - C. flaws in solution;
   - D. improvements to solution;
   - E. alternative solutions;
   - F. sequence suggestions;
   - G. any other remotely helpful suggestions/ideas/criticisms.
3. Re-construct solution.
4. Distribute solution #2, etc.

INTENT: 1) Raise questions which had not been considered
2) Generate ideas which had not occurred to decision-maker
3) Obtain criticism which might not otherwise surface.

LIMITED DELPHI

(D-M #2)

1. Construct solution in written form.
2. Distribute solution #1 to sample group (anonymous response) for
   - A. other possible problem analyses;
   - B. flaws in problem analysis;
   - C. flaws in solution;
   - D. improvements to solution;
   - E. alternative solutions;
   - F. sequence suggestions;
   - G. any other remotely helpful suggestions/ideas/criticisms.
3. Re-construct solution.

P - I - R - A

POWER

"The capability to reduce the options of others to a dichotomous choice: either comply or die."

"The willingness (implying capability) to use force." (Dr. Walt Foley, out of Mosca, Pareto, Machiavelli)

"The capability to achieve ends without using means." (Means implying influence rather than power)

"In terms of degree, the extent to which one can limit the options of others."

AUTHORITY

"The character of a formal communication in a formal organization." (Barnard)

Line or legitimate authority is the right to exercise command.

Reward (punishment) authority relates to the number of incentives at one's command, the capability to positively (or negatively) affect others.

Expert authority is the amount of knowledge one can bring to bear on a substantive problem or opportunity.

Charismatic authority is sheer force of personality, effectiveness of emotional appeal.

Referent authority is the capacity to generate in others the desire to emulate, copy, pattern after.

INFLUENCE

The capability to affect outcomes without limiting options.

Affecting outcomes without responsibility for consequences.

Utilizing means to achieve ends.

RESPONSIBILITY

Accountability for the performance or non-performance of assigned duties.

Responsibility is a two-stage process, not delegable beyond this.

TYPES OF ORGANIZATIONS (Etzioni)

NORMATIVE: Organizations which use membership, status, and intrinsic value rewards for motivation.

UTILITARIAN: Rational-legal organizations which are recognized by members having some legitimate authority over them.

COERCIVE: Concentration and POW camps, prisons and correctional institutions, custodial mental hospitals, coercive unions.

TYPES OF MEMBERS (Etzioni)

"MORAL": Intrinsically values the mission of the organization and his/her part in it.

CALCULATIVE: Minimally involved, a day's work for a day's pay.

ALIENATIVE: Not psychologically involved, in fact, anti-organization. Often coerced into membership.

SOME ASSUMPTIONS ABOUT PEOPLE AND ORGANIZATIONS (Allen Weiss)

1) Whenever people join together in any activity, some will seek to take advantage of others and of the group's power. This is the LAW OF AGGRANDIZEMENT.

2) The continued existence of the organization must never be imperiled from within. This is the LAW OF GROUP SURVIVAL.

3) No one can be counted upon to reveal the real reasons for what he or she does. This is the LAW OF RATIONALIZATION.

4) Only egotists favor the reasons they like best, rather than the arguments that convince others and are least vulnerable to counterattack. This is the LAW OF SELF-INTEREST.

5) No one in any organization has absolute control over any activity or any group. This is the LAW OF CONSTRAINTS.

6) Everyone in an organization has the capability of exerting pressure on others to a greater or lesser extent. This is the LAW OF INFLUENCE.

VEHICLE		RESULT	INTENT	
POWER	(WHERE ON CONTINUUM? HIGH OR LOW?)		(RULE)	COMPLIANCE (DO IT, BE THERE...)
INFLUENCE	(IDENTIFY AND TRACE)		(ROLE)	IDENTIFICATION (SUPPORT IT)
AUTHORITY	(LINE REWARD/PUNISHMENT CHARISMATIC REFERENT EXPERT)			INTERNALIZATION (BELIEVE IT, CARE)

RESPONSIBILITY

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Exhibit 11

CONDUCTING MEETINGS[1]

I. Introduction

A. Meetings which don't help managers reach a goal or objective are really social events.

B. "Meetings are by definition a concession to a deficient organization for one either meets or one works. One cannot do both at the same time." (Peter Drucker)

C. Although people may think and write and plan alone, almost everything we do is actually held together by face-to-face meetings of one sort or another.

D. Meetings help dispel doubt, reduce anxiety (or raise it) convey a level of commitment, and provide an arena in which it is difficult to hide the fact that information is being hidden; the give-and-take of meetings serves to legitimize decisions reached and produce the emotional commitment needed to effect them.

II. Purposes of meetings

A. To define the group--those present belong; those not, don't

B. To control and direct change

C. To compensate for a strong tendency toward divergency

D. To compensate for a high level of diversity within the group

E. To provide motivation, to influence, to have an impact

F. To enhance communication within the group

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[1]Drucker, Peter, The Effective Executive. New York: Harper and Row, 1967.

G. To plan

H. To modify or improve the skills and knowledge of the group

I. To help members understand how their contributions address the aim of the group

J. To create commitment to decisions

K. To provide an opportunity for the group leader to lead

L. To provide a status arena

M. To provide a link or bridge between the formal organization represented by the organization chart and the informal organization represented by the more effective communications network

N. To keep conflict eyeball-to-eyeball

O. To serve as a deadline for completion of assignments

III. Kinds of meetings--meetings can be analyzed by:

A. Size ("assemblies," "councils," "committees") and cost;

B. Frequency;

C. Composition (parallel task groups, diverse groups, etc.);

D. Motivation (the nature of the cohesive and impelling force);

E. Decision process (the manner in which decisions are reached).

IV. Preparations for the meeting

A. Defining the objective

1. To inform

2. To instruct

3. To plan

4. To clarify

5. To create

6. To decide

B. "Item analysis" of agenda items

1. Informative-digestive

2. Constructive-originative

3. Executive responsibilities

C. The "Rules Framework" for ongoing groups

D. Basic "people" considerations

1. Allow as few people as possible to attend the meeting.

2. Make certain the right people are at the meeting.

3. Appropriate use of optional meetings.

E. Basic "paper" considerations

1. Early versus late--where should certain items be placed?

2. Which items unify and which items divide the group?

3. Which items are urgent and which items are important?

4. How long should the agenda be?

5. How should items be labeled?

6. How should "other business" be handled?

7. Should the agenda be circulated in advance?

V. The meeting leader's job:

A. Listen in order to understand rather than to refute or argue.

B. Assume responsibility for accurate communication.

C. Be sensitive to unexpressed feelings.

D. Protect minority viewpoints.

E. Keep the discussion on the topic and moving ahead.

F. Identify and narrow differences.

G. Provide for some fooling around.

H. Summarize each agenda item.

I. Announce decisions reached.

J. Develop mannerisms which will facilitate progress.

K. Allow or discourage "strokes" as appropriate.

1. Positive strokes

2. Negative strokes

3. Blurred strokes

4. Crooked strokes

5. Non-strokes

VI. People factors during the meeting--some questions

A. Does the meeting start on time (no positive reinforcement for being late)?

B. Does the leader arrange suitable seating? (See small group ecology section of Organizational Behavior, Chapter Two.)

C. Does the leader control chronic talkers?

D. Does the leader draw out non-contributors?

E. Does the leader protect the weak and junior members of the group?

F. Does the leader encourage the clash of ideas and manage a heated discussion in a positive way?

G. Does the leader avoid the "suggestion squashing reflex"?

H. Does the leader consult group members in an appropriate order?

VII. Dealing with meeting dominators

A. The obvious meeting dominator

B. The clever meeting dominator

C. Intervention strategies for problem members

VIII. After the meeting--suggestions

A. Evaluate the session.

B. Write and distribute minutes, with action items underlined and responsible person's name in parentheses following.

THE EFFECTIVE EXECUTIVE

The Effective Executive film series, although somewhat dated in terms of dress and occasional references, is a basic--one might say profound--overview of management. Based indirectly on the book of the same name[1] by Peter Drucker, it is a five-film series produced and distributed by BNA Films.[2] It addresses resource allocation ("Focus on Tomorrow"), decision making and dissent ("Effective Decisions"), staffing ("Staffing for Strength"), time effectiveness ("Managing Time"), and organizational contributions ("What Can I Contribute?"). The entire sequence takes about ten to twelve hours and can be presented in five two-hour sessions.

I. "Focus on Tomorrow"

   A. Project/product/activity categories

      1. Yesterday's breadwinners
      2. Today's breadwinners
      3. Tomorrow's breadwinners
      4. Specialists
      5. Sleepers
      6. Investments in managerial ego
      7. Repair jobs

   B. Allocation of human resources (Don't put a half person on a job and don't split people between today and tomorrow.)

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[1] Drucker, Peter, The Effective Executive. New York: Harper and Row, 1967.

[2] BNA Films, 5615 Fishers Lane, Rockville, Maryland 20852.

C. Success and risk

D. Problems and opportunities

E. Trends vs. changes in trends

II. "Effective Decisions"

A. Decisions as choices among alternatives

B. Facts vs. opinions

C. The right decisions or the wrong problems

D. Two problems require two solutions.

E. Dissent as the essential ingredient in decision making

III. "Staffing for Strength"

A. What can this person do uncommonly well vs. what can this person not do

B. Treating the old-timers "right"

C. Professionals vs. managers

D. Has the achiever earned the right to be disagreeable?

IV. "Managing Time"

A. Identification of specific time wasters

B. Implications of time-ineffective behavior

C. The time log

D. The importance of extended uninterrupted time

V. "What Can I Contribute?"

A. A job well done does not deserve a promotion.

B. A job expanded does deserve a promotion.

C. The arrogance of the expert

D. What can I and no one else do which, if done well, will make a significant contribution to this organization?

E. Finding the right things to do vs. doing things right

TEAM BUILDING AND CONFLICT RESOLUTION

This outline is based on the experiences of TRW, Inc., and their efforts to incorporate team building and matrix organization into their company. It became apparent that conflict invariably accompanies attempts at team building, and that, rather than merely bemoan the existence of conflict, it was imperative to recognize it and to develop strategies for managing it.

I. Objectives

A. To identify the kinds of circumstances in which team building is appropriate or necessary and, by implication, the circumstances which do not suggest teaming

B. To stress the inevitable interrelatedness of team building and the need for some kind of conflict resolution technique

C. To stress the interrelatedness among organizational development, the work culture, and team building

D. To compute line/staff and matrix organization

E. To identify the characteristics of an effective team

F. To identify the characteristics of an ineffective team

G. To identify the psychological essential of team-work

H. To present one method for dealing with the conflict generated by teaming (For this purpose, the two-film set Team Building and Conflict Resolution from BNA Films will be used.)

II. Definitions

A. Organizational development—A long-term program of systematic attention to the WORK CULTURE of an organization, and efforts to modify it when necessary so as to permit more effective use of talent within the organization.

B. Work culture—The habitual patterns of communication between departments and individuals, especially with regard to perceptions of each other's roles, behavior, and attitudes.

C. Team building—Periodic attempts by a group of people whose jobs are interrelated to examine how effectively they function as a team, to identify barriers to their collaboration, and to mutually undertake to reduce or eliminate those barriers.

III. Team Building vs. Sensitivity Training

A. Team-building sessions are briefer than sensitivity sessions.

B. Team-building sessions are held more frequently, often on a regular basis.

C. Team-building sessions involve individuals who actually work together rather than strangers.

D. Team building focuses on <u>specific</u> aspects of behavior related to work, and it seeks commitments to try to alter certain habitual behavior patterns in more helpful directions.

IV. Characteristics of an Effective Team

A. Agreement on the primary task

B. Open communication

C. Mutual trust

D. Mutual support

E. Management of differences

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F. Selective use of the team concept

G. Team members skilled in task roles

H. Team members skilled in maintenance roles

V. Characteristics of an Ineffective Team

A. Ideas are presented and ignored

B. Presence of hair-splitting argumentation

C. Inability or reluctance to deal with the monopolizer, the arguer, the silent member

D. Hidden agendas

E. Sparring and one-upmanship

F. Vicious or hard-hitting humor

G. Constant deferring of tough decisions

H. Over-reliance on the formal leader

VI. Symptoms of Disintegration

A. The ability of a subordinate to disagree persistently with his/her managers

B. The "let George do it" syndrome

C. The need to blame

D. They or we

E. Schisms and cliques

F. The prevalence and intensity of politicking

VII. The Psychological Essential of Team-Work

A. Integrated activities

B. Competent people

C. Common goals

D. Commitment to working with others

CHAPTER THREE

PROJECT MANAGEMENT

Any group or combination of teachers and administrators can begin this staff development program in its own district; however, the experience of the authors demonstrates that the program will not "get off the ground" without the support of the top district administration. In addition, particularly in districts with strong teacher bargaining units, program planners should consult with teacher representatives to assure them that the activities of the program are for the benefit of the volunteers who wish to participate and that the time spent is not a violation of the negotiated contract.

The second step involves the establishment of a management system. Certified staff members should be the prime managers of the program, supported by an interested central office administrator with clerical help. The steering committee (management committee) generally is composed of eight to ten teachers with one or two administrators. In addition to planning and directing the entire project, teams of steering committee members receive discrete assignments related to certain project activities. Suggested subcommittees (strands) for the project include those for aspiration, awareness, skill building, sponsorship, and internship. Each of these strands is composed of one or two members of the steering committee plus other interested teachers. Five to seven persons generally will function effectively in each strand. After the strands have been formed, an interested teacher in each building should be recruited to act as a liaison person to explain project activities. Remember to include interested men on the various committees.

This project is not easy to manage. There are several pitfalls that will be encountered along the way. Perhaps our experience will be of help in avoiding them.

Administrative support for the program will range from enthusiastic through neutral to negative. Obviously, some of the neutral support can be changed to positive support through the influence of an interested superintendent of schools. In addition, however, the project managers must always be sensitive to the fact that even the enthusiastic administrator may feel some threat as he or she sees developing a pool of capable and administratively well-qualified teachers, all of whom are eager to enter the ranks of school administration. The threat is compounded by the fact that this staff development program intervenes in the process of hiring and promotion within which present administrators have learned to function.

As the teachers who are active in the project gain visibility and administrative certification, competition among members will increase and group identification will decrease. Since a healthy competitiveness is a handy instrument for survival in the world of school administration, it will be necessary to channel this tendency away from occasional "in-fighting." Provide opportunities for frank discussion of the difference between competing for administrative or leadership roles and the debilitating subliminal behavior that tends to defeat the goals of the group.

In summary, however, the process does work and can be disseminated to other districts. Of the four systems in which the authors worked during the period of funding from the Women's Educational Equity Act Program, all four have organized a project management system and are planning sponsorship programs during the 1978-79 school year. Three districts are also instituting the mini-internship program, and one district has asked for funds to implement

the entire program. All the districts conducted cognitive and skill-building workshops for staff during the 1977-78 school year. These workshops were attended by teachers during out-of-school time, on a volunteer basis. Workshop attendance averaged forty teachers per workshop.

In the fifth district, which has been involved in the program for four years, 50 percent of the persons on the original strand committees are no longer employed in the district as classroom teachers but are working either as administrators or in curriculum leadership positions. Nine of the eleven persons on the steering committee are working as administrators or in district leadership positions, and the tenth is in graduate school. More than two hundred women and more than fifty men participated in part of the training sequence. Women now head a large majority of district committees, task groups, and project teams. This was not the case in 1975. Five women and two men applied for the most recent opening as an elementary principal, whereas a common complaint in previous years had been the lack of qualified female applicants.

It appears that the program can operate in a cycle, with intensive activity about every five years. After interested teachers have been reached, project activity can be scaled to a maintenance phase and include only the experiential component for the last three years of the five-year period. At that time, requests for cognitive and skill-building activities again become more frequent.

Women and other minorities constitute a relatively untapped source of educational leadership, and many of them are capable of outstanding contributions in the field. It is the professional and moral responsibility of the dedicated educator to help tap this pool of talent.

APPENDIX A

NEEDS ASSESSMENT SURVEY

SURVEY OF EDUCATIONAL ADMINISTRATIVE ASPIRATIONS

This questionnaire has been prepared by a committee representing Leadership Development for Prospective Administrators (LDPA). This is a program whose goals are to enable women and minorities to (1) attain the skills and (2) receive the orientation necessary for administrative advancement. The program is a series of activities open to all staff.

The purpose of this survey is to gather baseline data and to provide direction for the program. Your responses will remain confidential. Please do not sign the form. A summary of the results will be made available.

Please complete this questionnaire--it is essential that we have a realistic picture of administrative aspirations within the district, and such data are presently unknown. Your cooperation is appreciated. Feel free to add additional comments on the back of the last page. Please return to your school office by January 9.

CHECK THE RESPONSES WHICH APPLY TO YOU:

1. Sex

_____ (1) Male

_____ (2) Female

2. Minorities

_____ (1) Ethnic minority

_____ (2) Not an ethnic minority

3. Total years educational work experience, classroom and non-classroom:

_____ (1) 5 or under

_____ (2) 6 to 10

_____ (3) 11 to 15

_____ (4) 16 to 20

_____ (5) over 20

4. Present employment is:

_____ (1) Classroom teacher

_____ (2) Administrator

_____ (3) Other (Project leader, media specialist, counselor, etc.)

5. Main responsibility at which level?

_____ (1) Elementary

_____ (2) Junior High

_____ (3) Senior High

_____ (4) K-12

6. Total years of administrative experience:

_____ (1) 0

_____ (2) 1 to 5

_____ (3) 6 to 10

_____ (4) 11 to 15

_____ (5) 16 to 20

_____ (6) over 20

7. Have you requested to be on the LDPA mailing list?

_____ (1) yes

_____ (2) no

8. Have you ever considered a career in educational administration?

_____ (1) yes

_____ (2) no

9. Do you presently aspire to a position in educational administration?

_____ (1) yes

_____ (2) no

_____ (3) undecided

10. What is the status of your certification in educational administration?

_____ (1) I am not interested in becoming certified.

_____ (2) I am undecided about becoming certified.

_____ (3) I plan to begin working toward certification.

_____ (4) I am working toward certification.
In what area?_____

_____ (5) I am certified.
In what area?_____

Would you like your name in the LDPA file of candidates for administrative positions? If so, please add: (Additional information will be solicited at a later date.)

NAME_____ SCHOOL_____

If you prefer not putting your name on this survey, please call our office (398-2439) and we will be glad to include your name in our file.

If you are not now pursuing an administrative career, please indicate your reason or reasons.

11. _____ I prefer my present position.

12. _____ I do not expect to work in education for more than a few years.

13. _____ I do not have enough years remaining in my career to justify the time and effort required.

14. _____ I do not feel that I can afford the time and expense to become certified.

15. _____ I am not interested in bucking the system and pushing myself forward.

16. _____ I do not feel confident that I could succeed as an administrator.

17. _____ My family would not support my efforts in that direction.

18. _____ Other:_____

_____

HOW DO YOU FEEL ABOUT THE FOLLOWING?

19. Qualified women and minorities should be in administrative positions as role models to increase examples of career awareness and aspirations.

_____ agree
(1)

_____ disagree
(2)

20. Placement of qualified women in administrative positions should be a district priority.

_____ agree
(1)

_____ disagree
(2)

21. Placement of qualified minorities in administrative positions should be a district policy.

_____ (1) agree

_____ (2) disagree

22. I would move to another school system in order to advance or maintain a career in educational administration.

_____ (1) agree

_____ (2) disagree

_____ (3) does not apply; not interested in educational administration

23. If you could choose your boss, would you prefer:

_____ (1) to work for a male administrator

_____ (2) to work for a female administrator

_____ (3) no preference

24. Indicate how you would actually feel about working as an educational administrator. (Assume that you have adequate educational preparation to get the job.)

_____ (1) I am not interested in working as an educational administrator.

_____ (2) I would actively seek out an opportunity to be an administrator. (If there were a reasonable chance of getting into this work and succeeding, you would make a great effort to get the job.)

_____ (3) I would gladly accept an opportunity to be an administrator. (You would like a suitable administrative position, but you probably wouldn't do anything special to get the job.)

_____ (4) I might be willing to consider an opportunity to be an administrator. (If you were offered such a job, you would think seriously about accepting it.)

APPENDIX B

THE EXPERIENTIAL COMPONENT

Sponsorship

Internship

SPONSORSHIP PROGRAM

LEADERSHIP CANDIDATE/SPONSOR INTERACTION RECORD

To satisfy the goals of a meaningful sponsorship program, each leadership candidate/sponsor pair will be expected to earn at least ten (10) points from the following list of suggested activities.

	DATE	POINTS
A. Monthly meetings at planned times are strongly recommended to sustain a good program and, for this reason, extra points will be awarded for those who achieve this goal (3 points).	Oct.___ Feb.___ Nov.___ Mar.___ Dec.___ Apr.___ Jan.___ May ___	_____
B. Leadership candidate may attend the following functions with sponsor (2 points each):		
1. Board meeting	_____	_____
2. Activity of Executive Development Academy	_____	_____
3. Meeting required of sponsor (cabinet, principals' meeting, etc.)	_____	_____
4. Workshop:_____	_____	_____
5. Luncheon meeting	_____	_____
6. Professional organization meetings (IASA, Secondary Principals Association, etc.)	_____	_____
7. Functions to which sponsor is invited because of affiliation with district	_____	_____
8. Others:_____	_____	_____
C. Leadership candidate may observe the sponsor in activities such as (1 point each):		
1. Conducting a meeting	_____	_____
2. Interviewing prospective employees.	_____	_____
D. Sponsor may assign leadership candidate a responsibility such as:		
1. Chairing a committee (3 points)	_____	_____
2. Being a committee member (2 points)	_____	_____
3. Being the sponsor's representative to a meeting	_____	_____

E. Leadership candidate and sponsor may discuss the following (½ point each):	DATE	POINTS
1. Certification requirements or other requirements for the administrative position	_____	_____
2. Job description	_____	_____
3. Interview skills (role playing suggested)	_____	_____
4. CR administrative structure	_____	_____
5. CR budget procedures	_____	_____
6. Sponsor's career path	_____	_____
7. Scheduling of classes	_____	_____
8. Skills necessary when dealing with the community	_____	_____
9. Policy and decision making on building and district levels	_____	_____
10. Impact of negotiations	_____	_____
11. Daily routine and commitments	_____	_____
12. Handling adverse criticism	_____	_____
13. Responsibilities of school board	_____	_____
14. Line/staff organizational patterns	_____	_____
15. Compensation in an administrative position	_____	_____
16. Other pertinent subjects		
_____	_____	_____
_____	_____	_____
F. Leadership candidate may spend several hours working with sponsor on a project for which the sponsor is responsible (3 points).		
_____	_____	_____
TOTAL POINTS		_____

A GREAT LEADERSHIP OPPORTUNITY

A ten-day MINI-INTERNSHIP will again be offered for up to 12 certified staff members. This experience will provide an opportunity for individuals to explore their interest and potential in the area of administration and will increase their understanding of administrative skills and functions. The intern experience can be either of a position (e.g., building administrator, Director of Personnel) or may involve building-level or central-office placement as a function (e.g., budget, curriculum planning, evaluation).

A limit of 12 positions necessitates a selection process--a written application with vita, references, and an interview. The mini-internship will begin in January. If selected, you will be absent from your regular assignment for approximately five days, although not necessarily five consecutive days. Substitutes will be provided. The experience will additionally involve 40 hours (five 8-hour days) for administrative training sessions and project development, which will be reimbursed at the prevailing mini-grant rate. Your participation in the MINI-INTERN EXPERIENCE will be contingent upon the approval of your supervisor.

If you are interested in this program:

1. discuss with your supervisor the implications of application and possible selection;
2. complete the attached form;
3. attend the INFORMATION MEETING on _____, _____ at _____ in Room _____.

- -

Please complete and return to the office before_____, _____.
We will expect you at the meeting unless you notify us otherwise.

INTEREST APPLICATION FOR MINI-INTERNSHIP

NAME _____

BUILDING _____ TELEPHONE _____

MINI-INTERNSHIP
FORMAL APPLICATION

NAME _____ POSITION _____

BUILDING_____

A. PLEASE INDICATE THE TYPE OF EXPERIENCE(S) YOU WISH TO EXPLORE. CHECK SEVERAL CHOICES THAT INTEREST YOU.

POSITION	FUNCTION
☐ ELEMENTARY PRINCIPAL	☐ BUDGET DEVELOPMENT
☐ SECONDARY PRINCIPAL	☐ CURRICULUM PLANNING
☐ ASSOCIATE PRINCIPAL	☐ CONDUCTING MEETINGS, WORKSHOPS
☐ COORDINATOR OF _____	☐ COMMUNITY RELATIONS
	☐ OPTIONAL PROGRAMS
☐ INSTRUCTIONAL SERVICES ADMINISTRATOR	☐ STAFFING
TITLE: _____	☐ SUPERVISION OF PERSONNEL
☐ OPERATIONAL SERVICES ADMINISTRATOR	☐ EVALUATION
TITLE: _____	☐ CONFLICT MANAGEMENT
☐ BUSINESS SERVICES ADMINISTRATOR	☐ AFFIRMATIVE ACTION
TITLE: _____	☐ HANDLING DISCIPLINE
☐ OTHER: _____	☐ OTHER: _____

B. PLEASE LIST TWO (2) REFERENCES WHO MAY BE CONTACTED BY THE SELECTION COMMITTEE.

	NAME	ADDRESS	TELEPHONE
1.)	_____	_____	_____
2.)	_____	_____	_____

C. PLEASE INDICATE THE PERSON WHO WILL BE COMPLETING AND RETURNING YOUR WRITTEN RECOMMENDATION: _____

RETURN THIS APPLICATION TO THE OFFICE BY NOVEMBER 1.
YOUR VITA AND THE WRITTEN RECOMMENDATION WILL ALSO BE DUE NOVEMBER 1.

MINI-INTERNSHIP

CRITERIA FOR EVALUATING APPLICANTS' VITAE

I. ORGANIZATION AND CONTENT: (15 points)

a. Inclusiveness - Does it indicate the variety of experiences you have had?

b. Accomplishment orientation - Does it indicate what you have accomplished as well as describe what you have done?

c. Logical orientation - Does the arrangement reflect areas that you want to focus on first?

d. Appropriateness - Is the information included complete and accurate, yet still pertinent to your qualifications for the position?

II. FORM AND FORMAT: (15 points)

a. Appearance - Does it look well organized? Is the format distinctive?

b. Readability - Does the organization make it easy to read? Is the information condensed in such a way to increase readability?

c. Grammar and Punctuation - Is the wording appropriate? Is it correct?

d. Writing Style - Are the sentences succinct yet adequate?

IS THE DOCUMENT A REFLECTION OF YOUR GOALS, YOUR ACCOMPLISHMENTS AND TALENTS? DOES IT INDICATE YOUR POTENTIAL?

CONTENT FOR POSSIBLE INCLUSION IN YOUR VITA

Your objectives

Educational background: formal, workshops, academic recognition and honors

Presentations and Publications

Professional work experience

Other professional experience: teaching, curriculum development, other areas, major responsibilities, committee assignments, special projects

Professional organizations

Community organizations

MINI-INTERNSHIP
INTERVIEW

SAMPLE QUESTIONS

1. WHY ARE YOU INTERESTED IN THE INTERNSHIP?
2. WHAT DO YOU FEEL ARE YOUR STRENGTHS IN YOUR PROFESSION?
3. IN WHAT WAYS HAVE YOU USED YOUR LEADERSHIP AND MANAGEMENT SKILLS?

SAMPLE CRITERIA

1 2 3 4 5

ASSERTIVENESS

1 2 3 4 5

ABILITY TO EXPRESS IDEAS

1 2 3 4 5

PERCEPTION OF MANAGERIAL SKILLS

MINI-INTERNSHIP
PROPOSED TIMELINE

OCTOBER 1	INFORMAL APPLICATIONS DUE
OCTOBER 6	INFORMATION MEETING
NOVEMBER 1	FORMAL APPLICATION, VITA, RECOMMENDATIONS DUE
NOVEMBER 8 - 24	SELECTION PROCESS
DECEMBER 3	EVALUATION OF SELECTION PROCESS DUE
DECEMBER 6	ANNOUNCEMENT OF INTERNS SELECTED
DECEMBER 8 - 17	FEEDBACK TO CANDIDATES
JANUARY 3 - 17	ORIENTATION MEETING FOR INTERNS
JANUARY 17 - MAY 13	INTERN EXPERIENCE
JANUARY 15 FEBRUARY 26	MANAGEMENT TRAINING SESSIONS
JANUARY 30	INTERNS' TIMELINE DUE
FEBRUARY 15	INTERNS' KEY TASK DUE
MARCH 8 APRIL 19	SUPPORT MEETINGS (ONE REQUIRED)
MAY 13	ADMINISTRATORS' AND INTERNS' EVALUATIONS DUE
MAY 13	FINAL REPORT AND PROJECT REPORT DUE
MAY 16 - 20	FINAL MEETING

APPENDIX C

WOMEN IN ADMINISTRATION
TITLES AND BIBLIOGRAPHIC DATA

JANUARY 1977 - JUNE 1979

WOMEN IN ADMINISTRATION

TITLES AND BIBLIOGRAPHIC DATA

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